

UNDERGRADUATE GRADING CRITERIA

A + (90 and up)

- 1) Forceful development of a distinctive and fresh thesis
- 2) Exceptional depth of insight, while offering a clear, compelling argument
- 3) Careful attention to subtleties and ambiguities of ideas and language—evidence of intellectual

- 5) Persuasive use of textual evidence to support one's argument
- 6) Close reference to primary and, where appropriate, secondary texts; largely distinguishes the author's argument from those of sources. Quotations integrated into text, with proper documentation
- 7) Sentence structure/grammar correct, with some sense of style, rhetorically interesting, but with some errors

B (70 to 74)

- 1) Clear development of a specific thesis
- 2) Offers a focused argument
- 3) Some evidence of ability to explore a subject, displays only occasionally the ability to recognize subtleties and ambiguities of ideas and language
- 4) Paragraph breaks reflect meaningful shifts in topic and argumentation
- 5) Persistent use of textual evidence to support one's argument
- 6) References to primary and, where appropriate, secondary texts; largely distinguishes the author's argument from those of sources. Quotations integrated into text, with proper documentation
- 7) Sentence structure/grammar largely correct, with some sense of style, but with some errors

C + (65 to 69)

- 1) Reasonably clear development of a thesis
- 2) Offers a relatively focused argument
- 3) Little evidence of ability to explore a subject in depth, occasionally fails to recognize subtleties and ambiguities of ideas and language
- 4) Some problems with paragraphing (paragraphs may be too long or too short; breaks may not be clearly meaningful)
- 5) Some use of textual evidence to support one's argument
- 6) Occasional references to primary and, where appropriate, secondary texts; exhibits some difficulty distinguishing the author's argument from those of sources. Quotations awkwardly integrated into text, but with reasonable effort at documentation
- 7) Sentence structure/grammar somewhat correct, but has several errors--evident misunderstanding of some point of elementary grammar/spelling (comma splices, fragments, semicolon errors, subject-verb disagreements, awkwardly integrated quotations)

C (60-64)

- 1) Evidence of an attempt at a thesis
- 2) Offers a somewhat focused argument; basic ability to expound ideas
- 3) Little evidence of ability to explore a subject in depth, often fails to recognize subtleties and ambiguities of ideas and language
- 4) Some problems with paragraphing (paragraphs may be too long or too short; breaks may not be clearly meaningful)
- 5) Some use of textual evidence to support one's argument
- 6) Few references to primary and, where appropriate, secondary texts; exhibits difficulty distinguishing the author's argument from those of sources. Quotations, when they occur, awkwardly integrated into text, but with some effort at documentation
- 7) Sentence structure/grammar somewhat correct, but has several errors--evident misunderstanding of several points of elementary grammar/spelling (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

D+ (55 to 59)